Creating a unified approach to provision

ACL Joint Partnership Group

Workshop 1: Establish the *Conditions for Success*.

Introduction

This workshop centres on the production of a negotiated *Quality Standard*. This comprises a series of granular statements that set out the difference the stakeholders want to make to learners – in an ideal world. At no point in the *Quality Standard* will it say how these ideals could be achieved. By removing any text focused on implementation, the QS becomes a vision that can be used by any of the partners, irrespective of their role, the educational level of their programmes or the vocational areas.

Workshop 2, on January 21st, will look at the implications of the *Quality Standard* on implementation.

Proposal

- Establish the conditions needed to produce outstanding learning experiences for all - the **Conditions for Success**.
- Set out the full **list of the stakeholders** needed to create a sector that can deliver the *Conditions for Success* (including policy makers).
- Set out the **contribution** each stakeholder should make to the *Conditions for Success*; and so:
    - the substantive **remit** of each stakeholder should explicitly be their contribution to the *Conditions for Success*.
- Each stakeholder then sets out **how it will achieve** its remit.

As work progresses:

- Each stakeholder **self-assesses** the extent to which it has created the *Conditions for Success* in line with its remit (to enable refinement of its contributions and the system overall).
- Each stakeholder seeks the views of other stakeholders, including providers, for their perception, and **evidence of, achievement** of the *Conditions for Success*.

What are your thoughts on this proposal?

The Quality Standard Taxonomy

The Quality Standard Taxonomy has three tiers:

- Area
  - Aspects
  - Aspects
    - Elements
    - Elements
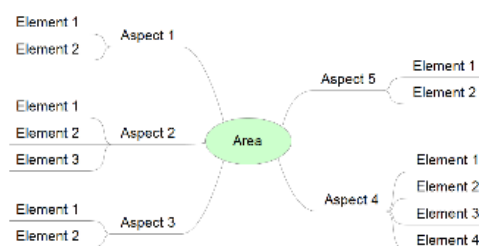
This taxonomy approach enables us to define every element of a job role. However, it should be noted that the Quality Standard is an aspirational document that sets out what outstanding provision would look like in your organisation, rather than simply a slavish account of current practice.

Areas

The key headings that define a whole job role.

Whether teachers, support staff, managers or governors, arguably every job role can be encapsulated in a short list of headings, or *Areas*. For instance, for the teaching role this is arguably best seen as the seven steps of the learner's journey:

- Recruitment
- Induction
- Teaching, learning and assessment
- Learner support
- Progress monitoring
- Achievement
- Progression

Aspects

The key themes that need to be explored within each Area of provision.

Within each *Area* of work, *Aspect* headings are used to pull together the detail as efficiently as possible. For instance, within the Induction step of the learner's journey, the *Aspect* headings might be:

- Initial assessment
- Setting high expectations
- The expert learner
- Social bonding
- Equality, diversity and safeguarding
- Course information
- Health and safety

Additional *Aspect* may include:

- Induction of late enrollers
- International learners

Elements

A word or short phrase that identifies an intended impact or a process to produce an intended impact.

Element headings are perhaps the most elusive to define. Each *Element* heading will lead to the writing of a Gold Standard Impact statement, so it is important to be economical and avoid duplication or any detail on *how* the impact might be achieved. For instance, in the example below, consider the difference between the following *Element*:

- group development

and the possible <u>actions</u> to produce the intended impact:

- welcome events
- ice breakers
- trips and visits
- tournaments.

Aspect	Area	Element	Impact	Actions/implementation
Induction	Social bonding	Group development	Learners are at ease and form constructive working relationships with all peers. Social bonds are strong and an additional motivator for attendance.	- Welcome events - Ice breakers - Trips and visits - Tournaments - Etc.

Each one of the *action* headings might well meet the definition of an *Element*:

- *A word or short phrase that identifies an intended impact or a process to produce an intended impact.*

However, it can be seen that by looking forward to how the intended impact might be written for each of these *actions* that there would be considerable duplication, which is to be avoided wherever possible.

NB. Keep the level of ambition for your intended impact relevant to the *Area* under consideration. For example, 'The Expert Learner' may be an aspect of both the Induction and Teaching and Learning *Areas*, but the ambition for your impact would be very different in the, say, six-week induction period and a full two-year programme of study.

Task 1: Through discussion, arrive at what you consider to be the key *Aspects*. Add these below.
Task 2: Add your *Aspect* headings to the Jamboard, but don't duplicate entries.

Recruitment

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Progression

Area	1. Recruitment	
Aspect	**Elements**	**Gold Standard intended impact:**
1.1 College offer	1.1.1 Community needs	All sections of the community served by the college access accurate, good quality information, advice and guidance and use it to explore potential life choices that are inclusive and meet individual needs and aspirations.
Area	**7. Progression**	
Aspect	**Elements**	**Gold Standard intended impact:**
7.1 Planning & communication	7.1.3 Transition support & IAG	Learners are fully prepared and supported for their next steps, and all concerns are mitigated.

Gold Standard impact text

Write 'active' text. Avoid:

- learners have access to
- learners are enabled to
- learners have the opportunity to

Set out what learners 'do':

- learners *[verb]*

Examples
Recruitment
- learners *are inspired* by the **marketing literature** and *apply* **for courses** they know will add value to them.
- learners *disclose* their known **additional learning support** needs as they *understand* how the support will mitigate their barriers to independent learning.
- learners are *excited* **by the prospect** of the course.

Progression
- learners *set out* clearly their draft **aspirations for progression**.
- (where appropriate) learners *write* effective **personal statements** that open the doors to their chosen progression routes.
- (where appropriate) learners *progress* **to their chosen course of study or employment**.

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Area			
Aspect	**Elements**	**Gold Standard intended impact:**	

Area			
Aspect	**Elements**	**Gold Standard intended impact:**	

Homework

1. List all stakeholders in the wiki: https://ccqi.org.uk/wiki/npt-lsn-and-powys-acl-joint-partnership-group-stakeholder-wiki
2. Consider how you will engage all of your team in the review of the draft *Quality Standard*.
3. Begin thinking about the remit of your provision in relation to the *Quality Standard*.
4. Begin thinking about how to achieve the aspirations in the *Quality Standard*.

Resources for this session: www.ccqi.org.uk/unifedapproach Password: cuap4921

The FE & Skills System: a study by the Policy Consortium
https://ccqi.org.uk/research/the-fe-skills-system-a-study-by-the-policy-consortium

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